

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives and poetry using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Over-the-Top Description for Comedy

from “How the Rhinoceros Got His Skin” by Rudyard Kipling (1902)

Two feet across, three feet thick, smelt most sentimental. Exaggeration creates laughter.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 6 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 26 of 36 · Cluster 6 · Module 2 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

"This week we study over-the-top description for comedy."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is How the Rhinoceros Got His Skin."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 2 · “How the Rhinoceros Got His Skin” (Rudyard Kipling, 1902) · tracking sheet · pencils

THE MENTOR TEXT

How the Rhinoceros Got His Skin · The Rich Man and the Tanner (test)

CHECK FOR UNDERSTANDING

Ask what over-the-top description for comedy means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

How the Rhinoceros Got His Skin

Once upon a time, on an uninhabited island on the shores of the Red Sea, there lived a Doorstopper who took flour and water and currants and plums and sugar and things, and made himself one cake which was two feet across and three feet thick. It was indeed a Superior Comestible, and he put it on a stove because he was allowed to cook on that stove, and he baked it and he baked it till it was all done brown and smelt most sentimental.

SOURCE · PUBLIC DOMAIN

From Just So Stories by Rudyard Kipling (public domain, Project Gutenberg #2781)

I CAN | I can read a published text and notice the author's craft move.

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Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"This is our published mentor text."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

"Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word."

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the exaggeration."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the exaggeration.

Three over-the-top details about the cake.

Two feet across, three feet thick, smelt most sentimental.

I CAN | I can notice the exaggeration..

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Monday · NOTICE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the silliest detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Choose the silliest detail.

Which is most absurd?

A Two feet across (the size)

B Flour and water and currants and plums and sugar and things (the list)

C Smelt most sentimental (nonsense adjective)

I CAN | I can choose the silliest detail..

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Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how exaggeration creates comedy."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Show how exaggeration creates comedy.

Why is "sentimental" funnier than "delicious"?

"Delicious" is expected. "Sentimental" is absurd because smells cannot be sentimental.

I CAN | I can show how exaggeration creates comedy..

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Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. exaggerate a description."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Own it. Exaggerate a description.

Ordinary thing, absurd details.

**A sandwich of magnificent proportions: bread as thick as a dictionary,
mustard applied with the generosity of a paint roller.**

I CAN | I can own it. exaggerate a description..

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend exaggeration."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend exaggeration.

Why make the cake ridiculously big?

A nice cake is forgettable. A two-foot sentimental-smelling cake is unforgettable.

I CAN | I can defend exaggeration..

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Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RAISE THE THINKING

Name another text with this move.

Write over-the-top description.

Everyday object as the most extraordinary thing.

**Use what you learned this week about over-the-top
description for comedy.
Write your own text that uses this craft move.**

I CAN | I can use over-the-top description for comedy in my own writing.

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YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"Your turn."

▶ Read the task.

"Use the craft move."

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Check your move.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Two feet across, three feet thick, smelt most sentimental.

CHOOSE C. Smelt most sentimental (nonsense adjective)

SHOW “Delicious” is expected. “Sentimental” is absurd because smells cannot be sentimental.

OWN Answers vary. One example: **A sandwich of magnificent proportions: bread as thick as a dictionary, mustard applied with the generosity of a paint roller.**

DEFEND A nice cake is forgettable. A two-foot sentimental-smelling cake is unforgettable.

YOUR TURN Answers vary.

SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

"Check our work."

▶ Reveal answers.

"If you missed one, that is your learning."

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM "THE RICH MAN AND THE TANNER" (AESOP (TRANS. TOWNSEND, 1867))

A rich man lived near a Tanner, and not being able to bear the unpleasant smell of the tan-yard, he pressed his neighbor to go away. The Tanner put off his departure from time to time, saying that he would leave soon. And as time went by, the man became accustomed to the smell, and no longer bothered the Tanner to move.

What is the message?

- A** People grow accustomed to things they once found unbearable
- B** Rich people are more patient
- C** Tanners should move if neighbors complain
- D** Unpleasant smells go away on their own

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Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Test on 'The Rich Man and the Tanner.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is A.

People grow accustomed to things they once found unbearable

A **Correct.**

What seems unbearable becomes normal with time.

B **Rich people are more patient**

Not about wealth.

C **Tanners should move if neighbors complain**

Does not take sides.

D **Unpleasant smells go away on their own**

The smell did not go away. The reaction changed.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is A."

▶ *Reveal reasons.*

"Each wrong choice does not match."

▶ *Write one sentence.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

RAISE THE THINKING

Write a new question.